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ABSTRACT

This supervisor's guide to writing job training plans for new employees or for staff taking on new assignments covers the benefits to be expected from written training plans, suggests formats for plans, and includes worksheets for general orientation and job training and ideas for overcoming writer's block. Developed at the University of California (UC) at Berkeley General Library, this guide is used in connection with a supervisor's workshop on "Improving Training Skills." Specific aspects that should be included in writing training plans are discussed, including a general orientation to the unit, and orientation to the department or library, the library system and the institution. Information on using the training plan effectively includes specific advice about communicating criticism and praise to the trainee. A discussion checklist suggests topics, issues, problems, and questions that might be covered in periodic meetings of the supervisor with the new employee. Ideas for contents of a new employee orientation packet are included. (LMM)

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Introduction

Why Write A Training Plan?

Written training plans have a number of advantages over plans which exist only in the supervisor's mind. The very process of writing down the elements of training insures that the supervisor is looking at the entire learning process and, therefore, is less likely to leave out important elements and more likely to order those elements in a logical and cumulative manner. Since the plan is written before the new employee arrives, the planning involved is less pressured. This relaxed and orderly approach is more conducive to the development of a coherent and cohesive training plan. Written plans are useful in clearly setting out performance expectations and can be used later in the evaluation of the employee's progress. Plans can be the foundation of an open communication process and a good working relationship between supervisor and employee.

A planned training period is more likely to be comprehensive, relaxed, and open, setting the tone for a good working relationship between employee and supervisor, than it might be if training is haphazard.

Training plans vary widely in format, length, and degree of specificity; the examples handed out at the workshop will illustrate the great variety that is possible. While there is no one correct training plan format, there are some common elements of good plans. This handbook will cover those elements.

General Orientation

Every training plan should include scheduled time for the new employee to learn basic information about campus procedures, policies and privileges, about the General Library system's organization and goals, and about the department or library of which the new employee's unit is a part.

Of course, not all of this information can or should be imparted by the trainer; some of it is the responsibility of the organization's Personnel Office and some information can be covered adequately through published materials such as orientation leaflets, policy statements, or annual reports. However, it is the trainer's responsibility to insure that the employee has sufficient time in the training plan to attend general orientation sessions and to read relevant material. The trainer should also help the employee clarify the information presented by encouraging questions, providing answers, and helping the employee contact appropriate people for more information.

To make new employee orientation easier on trainers and more systematic than it has been in the past, the Library should compile a New Employee Orientation Packet organized into four sections: the Institution, the Library, the Library Department, and the Unit. The packet should contain a wide variety of useful, basic information. Suggestions for what might be included are listed on the last page of this booklet. Of course, in the actual training plan you write, the general orientation activities will be scheduled when appropriate, not necessarily in the order listed here.

ORIENTATION TO THE UNIT

The activities covered in this part of the orientation will vary in length depending upon the unit's size and the new employee's responsibilities. All training plans should include the following:

1. Tour of the unit and introduction to co-workers. Point out where reading materials appropriate to the new employee's job may be found such as: Public Service Policy Manual, Technical Orders binders, Collection Development Policy Statement, etc.

2. Explanation of the unit's purpose and how it fits into the department or library of which it is a part. Most of this could be verbal, drawn from the unit's description included in the original job listing. If the unit produces an annual report, schedule time for the new employee to read it.

3. Discussion of the unit's policies and procedures covering such topics as vacation, sick leave, unit's required meetings, other meetings, telephone use, assisting co-workers, etc.

4. Schedule time to read the New Employee Orientation Packet: IV. (*name of your unit*). Some commonly-used materials have been pre-selected for this section (absence forms, etc.) What other materials the trainer includes will vary depending upon the unit's size and the employee's responsibilities. You may wish to include the following:

    1. Organization chart for the unit
    2. Job description
    3. Training plan
    4. Orientation leaflets appropriate to the unit or the employee's job
    5. Annual report
    6. List of staff with working titles
    7. Policy and/or procedures manuals
    8. Equipment operating manuals
    9. Samples of commonly used forms: absence slips, supply orders, etc.
    10. Miscellaneous items related to job responsibilities: DIALOG catalog, tracer forms, etc.

ORIENTATION TO THE DEPARTMENT/LIBRARY

What the trainer chooses as the Department or Library will vary depending upon the unit's complexity and reporting structure. If the new employee is beginning in South/Southeast Asia Library Service, the trainer may choose the department to which it reports, Collection Development/General Reference Services, as the next step in the general orientation process. If the new employee begins in the cataloging unit of Moffitt's technical services section, orientation to Moffitt Library itself may be the next appropriate step. If there are further reporting levels, the trainer may wish to give the new employee general information on both a library (Biology) and the department to which it reports (Life Science Libraries Department). The intention of this next stage in the orientation process is to give the new employee a better understanding of the unit's purpose--how its work fits into a larger structure and purpose.

The parts of the training plan that orient the new employee to the department or library should include the following:

1. Tour of the department or library and an introduction to key personnel. Point out the location of annual reports, Academic and/or Staff Personnel binders, bulletin boards, etc.
2. A list of key people in the department or library with their working titles.
3. An explanation of whatever policies exist with regard to library or departmental meetings, committee opportunities, etc.
4. The department's/library's purpose and how it fits into the Library system. This can be taken from the original job listing or from an orientation leaflet if one is available.

5. Time to read the New Employee Orientation Packet: III. *(fill in name of department/library.)* In this section the trainer might include the following:

    1. Library/Department organization chart
    2. Orientation leaflets about the department/library
    3. Annual report
    4. List of key staff with working titles
    5. Staff newsletter (e.g., Life Science Libraries' Newsletter)
    6. Catalogs of the academic departments or programs the department/library serves.
    7. Policy and/or Procedures manuals

ORIENTATION TO THE LIBRARY

All new employees should share a basic knowledge of the Library system's purpose, organization and policies. The length of this part of the training plan again depends upon the new employee's responsibilities. However, training plans for all new employees should include the following:

1. Schedule time for a meeting with a representative of the Library Personnel office at the beginning of the employee's first day of employment. This meeting, which normally requires up to two-and-one-half hours, includes the signing of the required personnel forms and orientation to the University's basic working conditions and benefit programs, e.g., health and disability insurance programs, vacation and sick leave benefits, etc.

2. Coffee for new employees held by the Librarian's Office. These coffee hours are scheduled approximately every six months, and all new employees will be formally invited.

3. Tours of other libraries/departments/units as necessary. For a schedule of Public Service Tours, phone the Librarian's Office, 2-3773; for a schedule of Main Library Tours, phone the Library Tour Coordinator, 2-7600.

4. Schedule time for the employee to read the materials in the New Employee Orientation Packet: II. The Library. The trainer may wish to include additional material. The pre-selected items include the following (subject to availability):

    1. Library organization chart
    2. Orientation Leaflets

3. Library Affirmative Action Policy Statement
4. Staff Development Policy Statement (when available)
5. Leave/Funding Guidelines and application form
6. Staff Rotation Clearinghouse description
7. Sample Faculty Newsletter
8. Description of ACUL and Standing Committees (in preparation)
9. Policy 260 explanation
10. Employee Circulation Privileges (in preparation)
11. Sample CU News

ORIENTATION TO THE INSTITUTION

Schedule time in the training plan for the following:

1. Campus Personnel New Employee Orientation session. All new employees are required to attend a session within the first six months of employment. The Library Training Officer will schedule the new employee for a session.

2. Allow time in the plan for browsing through the New Employee Orientation Packet: I. Campus. The material in this section has been pre-assembled by volunteers. While some of it may be out-of-date, it is still useful because it alerts the new employee to facts and services (s)he might otherwise take months or even years to discover. This section of the Packet does not overlap with the material handed out at the Campus or the Library Personnel Office's sessions.

GENERAL ORIENTATION WORKSHEET

(the order of the following items in the training plan will vary depending upon individual circumstance)

Employee's Name_____

DAY/WEEK_____

1. Meet with the Library Personnel Office representative,_____
   on_____ in room _____.
2. Meet with _____, your trainer, in _____
   _____ at _____ to cover:
   - training plan schedule
   - employee's work area
   - review of position's duties based on job description
   - review of job conditions: hours, vacation, sick leave, etc.
   - _____
   - _____
   - _____
3. Organization and goals of unit
   Reading material: New Employee's Orientation Packet: IV. *(unit)*
   - _____
   - _____

   Explanation of unit's mission, goals and expectations by _____
   - cooperating with/assisting co-workers
   - phones
   - staff meetings
   - _____
   - _____
4. Tour of _____ *(unit)* by _____
   introduction to each staff member below:
   - _____
   - _____
   - _____
   - _____
   - _____

location of important files or reading material including:

- _____
- _____
- _____

other:

- _____
- _____

DAY/WEEK_____

Orientation to _____*(department/library)*

1. Read: - New Employee Orientation Packet: III. *(dept/lib)*
   - _____
   - _____
2. Meet with _____
   - introduction to _____'s mission and goals
   - policies: _____
     _____
     _____
     _____
   - other:_____
3. Tour of _____*(department/library)*
   by _____.
   - introduction to key staff including:
     _____
     _____
     _____
     _____
     _____
   - location of facilities, files, etc., including:
     _____
     _____
     _____
     _____
     _____

DAY/WEEK_____

Orientation to the Library System

1. Read New Employee Orientation Packet: II. The Library

2. Tour of:

   Main Library on_____ by _____

   _____ on _____ by _____

   _____ on _____ by _____

3. New Employee Coffee Hour on _____

DAY/WEEK_____

Orientation to the Campus

1. Read New Employee Orientation Packet: I. The Campus

2. Attend the Campus Personnell Office's new employee orientation session on _____ in _____.

Job Training

Now you have an idea of the general orientation activities in which you will want your new employee to participate. The next part of this packet will cover writing specific training statements and scheduling the training.

WHY BE SPECIFIC??

A training plan should answer the question, "What will this employee be able to do by the end of the training period?" Before you prepare to train someone, before you choose procedures or subject matter or material, it is important to be able to state clearly just what you intend the results of that training to be.

Writing specific training statements will be useful because:

It will help YOU

...select or design the instructional content and/or procedures relevant to the training

and

...evaluate or assess the success of the training.

It will help the EMPLOYEE

...organize his or her own efforts and activities toward accomplishing the goals that have been set

and

...evaluate his or her own progress toward the successful completion of the training

and

...meet the performance level you expect.

If you don't know where you're going, you might end up someplace else...

WHAT SHOULD BE INCLUDED

A training plan should make clear to the employee the specifics of what the job entails. A copy of the job description will be very helpful for creating a list of the most important duties and responsibilities that the employee will be expected to assume by the end of the training period. For this section of the handbook you will need to obtain a Job Card or General Library Position Advertisement from the Library Personnel Office if you do not already have one in hand.

Step 1

As you read through the job description, list all major job components in very brief or outline form. Occasional responsibilities or tasks that take only a small percentage of time may be listed in a miscellaneous category.

Example:

Collection Development		Incoming Mail
Computer Reference Service	or	Check in Serials
General Assistance Budget		Reserve Book Processing
etc.		etc.

Step 2

Arrange the duties in a meaningful order: e.g. (A) related duties grouped together regardless of work sequence; or (B) duties in sequential order of the work itself; or (C) in descending order of importance.

Step 3

For each of the component duties and responsibilities you have listed, write corresponding statements that describe what the person should be able to do on the job. The following paragraphs give suggestions on how to write these statements. You may wish to use the sample JOB TRAINING WORKSHEET on page 15 to help organize these.

NOTES ON TRAINING STATEMENTS

Writing statements to communicate what you expect the employee to accomplish can sometimes be tricky, since there are many "fuzzy" words that are open to a wide range of interpretation. Remember that your statements should deal with what a person will be expected to DO. This will eliminate many of the "fuzzies" automatically.

Some "Fuzzy" Words	Some DOing Words
to know	to write, to key, to find...
to understand	to explain policy
to <u>really</u> understand	to identify problems
to comprehend	to file accurately
to appreciate	to compare data bases
to <u>fully</u> appreciate	to smile

It is important to know, to understand, to comprehend, and to appreciate; but, how can you tell that the person has actually achieved these objectives? They have to DO something, of course. You must tell the employee what you mean by knowing, understanding, or appreciating--what (s)he must do to accomplish the goals. A statement which clearly describes the expected performance should help lessen the chance for misinterpretation and increase the chance for successful training.

In Preparing Instructional Objectives, Robert F. Mager describes a simple format that is valuable for thinking about and writing useful training statements. His characteristic format consists of three basic elements:

1) PERFORMANCE what the learner is to be able to do

2) CONDITIONS important conditions (if any) under which the performance is expected to occur

3) CRITERION the quality or level of performance that will be considered acceptable

If your statements are written in terms of performance you are almost home free. Try to make your training statements simple and straightforward; keep in mind that they should be useful both to you and the trainee. Avoid those "fuzzies".

Example:
a) Issue borrowers cards.
b) Interpret and administer lending rules.
c) Assign and schedule tasks of student assistants at the circulation desk.

If there are any special circumstances or conditions under which the person will be working (e.g. time limits, the use of special tools, etc.) be sure to mention these. It is not necessary to include all of the tools of the trade, but a notation of the unusual items used or time limits imposed that are important to on-the-job performance may help clarify what will be expected.

Example:
a) Type library correspondence at a minimum of 60 words per minute with no errors.
b) Type Chinese character portion of catalog master cards from hand written drafts prepared by the catalogers.

Some objectives fall in the "either you can or you can't" category. In this case, the performance level is "you can". If there are levels of competency involved be sure to state what you will consider acceptable before moving on to the next objective or next stage of training. You might consider using a general criterion statement to clarify your intent.

Example: Begin with a statement like, "This phase of training will be completed when you can..." or, "At the end of this segment of training you will be able to..."

a) identify and answer information questions that you are sure about rapidly and accurately and refer difficult questions to the appropriate librarian or supervisor.

b) search the OCLC data base by author, author/title, title, ISSN, or LC card number and be able to identify author, title, ISSN, beginning and ending dates of publication, publisher, place of publication and earlier and later entries.

Your training statements will communicate to the employee what (s)he should be able to do by the end of the training period if you keep performance foremost in your mind when you write them. Include the conditions or criteria in your statements only if they will help communicate more effectively.

▶ WHO, WHAT, AND WHEN?

After you have written your training statements for each of the duties of the new employee you have finished the hard part--on to the next step!

Step 4

For each training statement you have written, name the specific tasks the employee will be asked to do that will help to successfully complete the training. These tasks should describe how the employee will be learning what (s)he needs to know to do the job. For some examples, see sample JOB TRAINING WORKSHEET on page 14.

Step 5

Choose the best person available to do the training. This can be one person or several different people, from within the unit or from outside as will best suit your needs. In some cases the trainee will also be the "trainer" since (s)he will be reviewing manuals or procedures independently. Whatever is the case, be sure to note it in your training plan.

Step 6

Note any basic resources or tools that will be necessary to the training including resource people who will be available to the employee. (e.g. computer terminal, technical processing manual, Library Personnel Officer, etc.)

Step 7

Estimate the time that will be needed (hours, weeks, months) for training before the employee will be expected to be performing the duties of the job independently. For some helpful hints, see the next section of this booklet on scheduling.

Remember, if you know where you are going, you have a much better chance of getting there!

* For a more detailed (and painless!) discussion on writing learning objectives see Robert F. Mager, Preparing Instructional Objectives. LB1028.5 M21 1975 ED-P Library.

JOB TRAINING WORKSHEET

BROAD RESPONSIBILITIES	JOB TASKS	TRAINING TASKS	TRAINER (IF NECESSARY)	RESOURCES/ MATERIALS	TIME SCHEDULE
I. Supervise student staff	1. Schedule working hours and assign duties, monitor work.	a) Review ENGI procedures manual	Independent	* Sue Smith	week 3-6
		b) Review work flow statistics	Independent	* Statistics	week 2
		c) Work at circ. desk 15 hrs./week to learn procedures	S. Smith	* Sue Smith, circ. procedures manual	week 2-9
		d) Schedule 130 hrs/wk GA staffing (S. Smith to review this with you)	S. Smith	* Work flow stats, file of previous schedules	week 4-7
		e)			
		f)			
	2. Provide orientation & training for new circulation staff.	a) Review student Orientation Leaflet	Independent	* Leaflet Adm81 AX 1M	week 3
		b) Meet with S. Smith re: past training practice	Independent	* Procedures manual & Sue Smith	week 4
		c) Observe circ. desk operation, note where improvement or instruction needed report to S. Smith your recommendations	Independent	* statistics reports	week 4-9
		d)			
		e)			
	3. Evaluate student performance	a)			
		b)			
	4. Interview & hire new student assistants	a)			
		b)			
	5.				
	6.				
II. Public Service (Circulation)	1. Resolve patron complaints & billing disputes in person and by telephone	a) Familiarize yourself with multi-line telephone (use of HOLD, DIC, etc.)	J. Helper	* Telephone instruction booklet, other staff	week 1
		b) Review loan schedule & billing policy statement	Independent	* Loan Schedule, forms, billing policy	week 7-
		c)			
	2. Devise & revise circulation procedures as needed	a)			
		b)			

Scheduling

Scheduling is difficult because each employee brings a different set of experiences and abilities to the learning process and, of course, each training schedule encounters unforeseen setbacks (illness, RLIN downtime, etc.). Unfortunately, there is no standard formula to calculate how long it will take an employee to learn a particular task. Browsing through the training plan file in the Library Personnel Office will give you an idea of the length of time other supervisors estimate for certain tasks or segments of training. Many of the supervisors who contributed to this file cautioned that, for the most part, the time schedules did not work out as planned.

Some suggestions to keep in mind as you schedule are:

- Schedule training in a logical order: teach basic things first and more complicated things later; or, most frequently performed first; or, most important first.

- Include everything; if the trainee knows some of the material already, it can be reviewed for clarity.

- Schedule training in segments of reasonable length, for example; "March 12-26: opening and distributing of mail (10-11 daily)." Be careful not to schedule too long a time for very repetitive tasks, nor too short a time for complex ones.

- Schedule a mixture of one-to-one instruction, periods for reading and review of written materials (manuals), and opportunities to practice what has been learned.

- Include time for the employee to review and absorb newly introduced material.

- A training schedule is usually detailed for the first few weeks, gradually becoming more general as the employee is able to work independently.

- Plan the training program to coincide with the six-month initial period of employment.

- The schedule should be flexible since individuals learn at different rates of speed, and unscheduled events can disrupt plans. However, it should be made clear that by a certain time, probably after five months, the incumbent is expected to know all of the material on the plan, or 90%, or whatever proportion the supervisor finds acceptable. The incumbent should know what will be expected at the final evaluation 30 days before the end of the probationary period.

- Schedule periodic reviews at whatever frequency seems appropriate to discuss with the incumbent the progress of the training. Go over working relationships as well as the performance of individual tasks.

- Remember, individuals learn different types of material at different rates of speed, but once the material is learned the length of time taken to learn it is immaterial. Do not judge a learner's ability to perform assignments well by the speed at which (s)he learns.

- When appropriate, have more than one person participate in the training, thus, providing exposure to different points of view as well as specific capabilities in different areas.

- Give a copy of the schedule to the trainee and brief copies to key staff who need to understand the progress of the incumbent's training.

Writer's Block

or,

"Let's face it, writing is hell."

--William Styron

Symptoms:

1. Do you never find that time to write?
2. Do you get panicky, angry, depressed or easily distracted when you try to write?
3. Do you not know when or how to begin?
4. Do you get interrupted so often that you never finish?
5. Do you spend so much time worrying over each word or sentence or paragraph that you never get much written--or is it extremely slow and painful?

Suggestions:

1. If you're having trouble beginning, divide the job into smaller parts, then sneak up on it. Gather the information or material you need to write the parts, then choose one part that appeals to you and write it. You can put them all together later.
2. Make an appointment with yourself to write and, if necessary, schedule it in a place away from your desk and constant interruption.
3. Copy or adapt parts that look good from the plans handed out at the workshop. Remember, there is a complete file in the Library Personnel Office.
4. Begin by simply listing the items you want to cover in each section--flesh them out later.
5. If possible, say it into a tape recorder and then transcribe and revise.
6. Promise yourself a treat if you finish the rough draft for one part--then enjoy your reward.
7. Try writing in a different way--with a colored felt pen or by turning a piece of paper sideways and writing across all the lines.
8. Start writing regardless of whether you feel you have anything to say. Write for a set length of time (5-15 minutes) without removing your pen from the paper. Write whatever comes into your head without worrying. Maybe nonsense will come out at first, but with several sessions of this you'll be able to pick the points for your training plan out of what you've written.
9. Some useful opening lines are:
   "The first thing you, the trainee, needs to know about_____is_____..."
   "Practice identifying the elements of _____..."
   "During this phase of your training you will learn_____..."
   "Review and practice_____for_____..."

For further encouragement and more suggestions, see Overcoming Writing Blocks, Karen Mack and Eric Skjei. LB1631 M33 1979 UNDE. (Whence came many of the above ideas.)

How to Use a Training Plan Effectively

You have just finished writing your training plan and now is the time, while you are still feeling that completed training plan "HIGH", to consider a few valuable ideas about the training process.

- The trainer must keep the lines of communication open using regularly scheduled meetings, progress reports, and informal discussions with the trainee. Regular meetings should be written in the training plan schedule taking into consideration the nature of the employee's work assignment and the needs of the unit.

  For suggestions about how to give your new employee criticism and praise in a meaningful, effective way, see the next section, "Communicating Criticism and Praise".

- Inform other staff, as necessary, of any changes being made in the training plan and whenever possible the reason for the change.

- Flexibility is a valued characteristic in a trainer. Circumstances beyond your control will necessitate changes, and a trainer must be able to re-evaluate the training plan and make adjustments to meet the immediate needs of the unit and the employee. Remember that the training plan is not etched in stone, and the goal is to have a well trained, happy, and productive employee rather than a rigidly followed plan.

- Different people learn at different rates of speed and with varying degrees of thoroughness. Mistakes made during training should not be regarded as mistakes, but rather as important signals indicating areas where further training is needed. If the trainee is not grasping the material as quickly or as insightfully as you had hoped, you may need to think about a different approach to your training.

- A training plan may tend to rigidify employee attitudes, expectations, and behavior. Counteract that tendency by explaining that the training plan is neither exhaustive nor rigid but will be modified as circumstances change.

Communicating Criticism and Praise

Unfortunately, most employees do not come equipped with telepathy. The trainer must make up for this deficiency by letting the employee know, either verbally or in writing, how well (s)he is doing. The way in which trainers give criticism or praise affects the entire training process. Focussing on actual performances, rather than on personal characteristics and motives allows the employee to accept criticism more easily and gives specific suggestions about how to improve performance. However, most trainers have had little practice or instruction in describing the employee's performance or behavior in concrete terms without making personal judgments or imputing motives. This section gives examples of effective and ineffective ways of describing an employee's behavior and gives you a chance to practice recognizing effective criticism.

Effective and Ineffective Descriptions of Behavior

INEFFECTIVE	EFFECTIVE
Bob, you're just trying to show Sharon up. (imputes a motive)	Bob, you've taken the opposite position on nearly every budget change Sharon has suggested today.
Sam, you deliberately didn't let me finish. ("Deliberately" implies knowledge of an intent that you can't know.)	Sam, you cut in before I finished.
Tami, you're a great typist, thanks. (Too general: what is great about her typing?)	Tami, I am grateful that you typed this on such short notice and that you even managed to correct my spelling errors.
Bruce, you have a negative attitude.	Bruce, you've said the last three suggestions wouldn't work. Can you give us concrete reasons why not?
Carol, you're really good to work with.	Carol, it was great that earlier in this meeting you picked up on my suggestion about the format and developed it further with some very practical ideas of your own.
Ed, you don't work rationally, and seem rather immature and unmotivated.	Ed, on the assignments we've discussed, you've left them unfinished, switched to other tasks, and haven't let me know how they're progressing.

Describing Behavior Quiz

☆ For each of the statements below, decide if it refers to a behavior or a motive (write "B" or "M" in the first square); then decide if the statement is specific or general (write "S" or "G" in the second square). The answers will be provided during the training plan workshop.

	Behavior or Motive	Specific or General
1. You were late to work four times this week.		
2. You have a negative attitude toward the public.		
3. Joe talks too much during our meetings.		
4. Debbi always waits to be told what to do.		
5. You finished that tough job ahead of schedule.		
6. Bill is just lazy.		
7. That's the third time you've finished what I was going to say.		
8. Joe said nothing after Sue said, "Cut it out."		
9. Donna was shocked by Wayne's language.		

☆ In the space below, write a criticism that you have either received, overheard or given which was too general and described a person's motives or personality. Rewrite it into a useful criticism using a specific, concrete description of the person's behavior.

Discussion Checklist

Periodic meetings with the new employee allow the supervisor to make sure that the training is proceeding successfully and help integrate the new employee into the unit by allowing special time for asking questions and discussing material, staff, etc. The following is a checklist of topics, issues, problems, and questions that might be covered in these periodic meetings. It is not intended to be comprehensive, but to suggest areas of discussion.

Training Plan

_____General accomplishments since last meeting

_____Items covered/learned to date--specific comments on progress in each area

_____Items not covered/learned to date

_____Goals to be reached by next meeting (short range goals)

_____Long range goals and deadlines

_____Trainer(s)--problems, conflicts, worries

_____Tools needed for the job--problems, questions

_____Schedule revisions

_____Trainee's perception of training progress (incl. suggestions for improvement)

Dynamics of the Unit and the Organization

_____Clarify purpose of unit and the job within the unit

_____Changes in job priorities

_____Department/Library goals and objectives

_____Work flow in the larger context

_____Unit staff--problems, conflicts, questions

_____Changes in unit goals, staffing, etc.

Goals and Expectations

_____Attitude--what is expected by the unit/library/university

_____Attendance, conduct, appearance

_____Safety on the job

_____Creativity--its appropriate place

_____Mistakes and the learning process

_____Petty annoyances and suggestions

IDEAS FOR CONTENTS OF
NEW EMPLOYEE ORIENTATION PACKET

Cover letter to new employee from Director or staff committee--welcoming the employee to the Library staff and explaining the packet contents.

PART I: THE INSTITUTION AND ITS ENVIRONMENT

1. Map, guide (for institution and city)
2. Leaflet describing basic and general facts
3. Organization chart
4. Special privileges: discounts, memberships
5. Services or sights of special interest: (rare collections, museums)
6. Disabled handbook
7. Calendar of noteworthy events
   a. in the city
   b. in the institution
8. Special notices, e.g., police bulletins about night safety
9. Transportation guide
10. Food/restaurant guide (especially for lunch)
11. Sports/Recreation/Health facilities
12. Continuing education opportunities
13. Entertainment guide
14. Institution's publications
15. Who represents the organization in government? (a citizen's guide to politicans)

PART II:THE LIBRARY

1. Library organization chart
2. Historically important facts
3. Glossary of commonly used terms
4. Map
5. Library's publications
6. Personnel policy statements (include affirmative action plicy)
7. Guidelines for leave/funding, public service
8. Library hours

See also page 5 bottom, and page 6.

PART III:THE DEPARTMENT

To be supplied by the supervisor/trainer.

See page 5 top for suggestions.

PART IV:THE UNIT

1. Mailing label
2. RUSH slip
3. Routing slip
4. Supply requisition form
5. Absence reporting form
6. List of staff and brief statement of their duties

See also page 4 top.